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READING IN A TWELVEMONTH

By A. SONNENSCHAEIN



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A
TEACHER'S COMPANION

TO

“ Reading in a Twelvemonth ”

OR

THE PROBLEM OF TEACHING TO READ

BY

A. SONNENSCHN

THIRD EDITION (REVISED AND AMENDED)

LONDON

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PREFACE.

THE four parts of *Reading in a Twelvemonth*, to which this little book may be regarded as a Teacher's Companion, adhere in the main to the principles that underlie *The English Method of Teaching to Read*, first published for myself and Professor Meiklejohn in 1869 by Messrs. Macmillan & Co. The experience gained by myself and many other teachers in using the books during this long intervening period has revealed many grave defects in the adaptation of the method to the requirements of elementary schools: tedious redundancies have been cut out, gaps filled up, and numerous other blemishes rectified or removed.

A desire to make the reading Exercises more attractive to children has entailed the necessity of altering the sequence and gradation of the lessons, all of which are entirely new, and of adding illustrations to some of the sentences and stories.

I have to thank Messrs Macmillan & Co. for their courtesy in consenting to my publication of a new series of Readers.

A. SONNENSCHN.

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INTRODUCTION.

ON TEACHING TO READ.

CHAPTER I.

“She could read any English book without much spelling.”

—GOLDSMITH.

§ 1. THE exact meaning of the above passage is perhaps not very clear to the general reader. The present writer remembers the time when it was not an uncommon practice for an unskilful reader to stop at a difficult word and spell it out letter by letter, and often very absurdly too. To acquire the knack of reading with ordinary fluency was considered quite an attainment, on which years, literally years, were spent, and indeed are still spent. In the *Western Mail* of the 29th of March, 1899, a certain Mr. John H. Lucas, discussing the subject of teaching to read, narrates that he is the father of three boys, respectively twelve, nine, and eight years old. Tom, the oldest of the three, is a “Sixth Standard Boy,” and being required to read aloud a passage from the *Western Mail* felt difficulty in reading such words of perfectly regular structure as “fulmination,” “preponderance,” “representative,” “humane,” etc. And yet this boy had been six years at school! Next his brother Will, nine years old, tried his hand and failed still more completely, whilst the neighbour’s child, slightly younger than Will, “read

on and on without stopping." Will. was in the Third Standard, and had accordingly had three years' schooling in a Public Elementary School, whilst the little neighbour had attended a private school for less than two years. We are assured that the two Board School boys were not inferior in natural gifts to the neighbour's child, and that the startling difference in their performances was due solely to the different methods of teaching adopted, and to the books used. On the other hand, on the 1st of April "Enlightened Parent" writes to the *Western Mail*: "A dozen years ago I adopted Sonnenschein & Meiklejohn's system with most excellent results in the case of my young children. I was in a position to choose my method, and its justification was found in the circumstance that by the time my daughter was between five and six years of age, she was able to read a column in the *Times*. On June the 9th it is reported that a prominent headmaster of a Cardiff Board School stated that "after the *fourth*! standard a boy ought to be able to tackle pretty well anything" in the way of reading. Four years then are to be spent in learning to read! *Per contra*, on June the 15th a private schoolmistress asserts that after about a year her pupils can read, but it depends upon the children. A similar and still more emphatic testimony is given to the same effect on 20th June by another schoolmistress, who assures us that children of four and five years of age taught on the "English method"¹ acquire the art of

¹ "The English Method of Teaching to Read" was published upwards of thirty years ago by myself in conjunction with Prof. Meiklejohn. Since then, taught by experience, I have considerably modified my views on many points of great importance.

reading in one year! I myself taught my own children from my manuscript in from six weeks to six months, according to their various abilities. The loss resulting from this waste of time to study and to general culture is beyond all computation; nevertheless, most teachers, and the public generally, easily reconcile themselves to this disastrous state of things on the plea that it is inevitable, English spelling being so grossly irregular that it defies every attempt at classification of words. If the "hornbooks" of former days are consulted, it is seen at a glance that method of any kind was not so much as dreamt of. Some of those little well-thumbed primers usually contained a collection of words supposed to be of frequent occurrence, which had to be learnt on what is now called the "Look and Say" method. In the next higher volume the same process was repeated, and so on ineffectually to the end of all the school years. There were other primers that did endeavour to introduce system, but the plans adopted, being based on a totally false theory, were foredoomed to failure. The children were taught the names of the letters of the alphabet, from which it is, in the large majority of cases, impossible to deduce the sound of the words or of their component syllables. Not quoting gross cases, such as "w" (double you), "i" (eye), "t" (tea), "c" (sea), "h" (aitch) = "witch," but confining ourselves to the simplest and most common elements, we shall see clearly that hardly any appeal was made to the little learner's intelligence or common-sense. "Ay," "tea" cannot rationally be made to coalesce into "at," nor "aitch," "ay," "tea" into "hat," nor "sea," "ay,"

"tea" into "cat"; similarly "eye," "n" does not form "in," nor "bee," "eye," "n" "bin," nor "kay," "eye," "n," "kin," and so on through nearly all the simplest combinations. Moreover, as those early authors began with teaching the names of the letters, calling the vowel *a* "ay," the vowel *i* "eye," *u* "you," and so on, they were led to start with words containing the long vowel sounds; this necessitated the immediate introduction of the diacritic *e* in such words as in *hate*, *pine*, etc., which they called "silent *e*"; when afterwards this *e* was dropped, and *hate* was turned in *hat*, *pine* into *pin*, all the child's previous experience was rendered valueless for the *far more numerous* syllables formed from the short vowel sounds, which are nearly all of regular structure. The ineptitude of this method was aggravated by the futile attempt to represent sounds by pictures. Those "illustrated alphabets" were responsible for results which would be comic if they were not so sad. It is, for example, a very common experience that children, eager to learn, would read out from their picture book: bee, oh, why, man; are, ay, tea, mouse; sea, ay, tea, pussy; ay, s, s, donkey; o, x, cow, etc. In fact it is not easy to build the bridge between the picture and the word. No wonder then that a great many people never learnt to read fluently, and those who did acquire the art acquired it only by doing unconsciously for themselves towards the end of the course what their teacher ought to have done for them at the beginning.

§ 2. A careful study of the problem of teaching to read, based on the experience of half a century, has shown me

that there are three, and only three, solutions to it—three and only three medicines within the cup, however much we may vary the honey on the rim;¹ these are:—

1st. The Literal Method; or, Reading by Spelling.

2nd. The Syllabic Method, commonly called The Phonic Method.

3rd. The Verbal Method; or, the Look and Say System, which teaches the whole word at once.

§ 3. Which of these three methods we are to adopt depends on the nature of the language to be taught. The CHINESE, we are told, have a distinct symbol for each word; if this is really the case, then there is no choice, and the “Verbal Method” alone is possible.

On the other hand a language like ITALIAN, the orthography of which is practically phonetic, or GERMAN, which is largely phonetic, is best taught on the “Literal Method,” because the individual letters represent the true elements of the words of the child’s own speech. For example, the Italian teacher may show the pupil a donkey, or the picture of one, and ask its name. The child answers *asino*. By slow pronunciation and analysis of sounds the teacher can resolve the word into the elemental sounds *a, s, i, n, o*. The child has now learnt the symbols of three of the five vowels, and of two consonants. And now the teacher can build up the familiar Italian words: *si, no, so, io, non, sino, sano, sono, naso, nono, nonno, nonna*; even little sentences as: *io non so; Nina non sa*, and so on. This is not the place to develop this system fully, but the reader ac-

¹ For illustrations of medicine within the cup and honey on the rim, see the author’s *Specimen Lessons*.

quainted with Italian, will readily see that from half a dozen words, carefully selected the whole system of spelling may be built up; the only difficulties left, which, however, are not very serious, are (1) the double functions of the letters *c* and *g* before *a*, *o*, and *u*, and before *e*, and *i*; and (2) the combinations *gl*, *gn*, and *sc* in such words as *egli*, *bagno*, *scena*, *scala*, etc. Here is the whole problem in a nutshell. We are told that Italian children learn to read in three months, and we may well believe it; they are quick-witted, and the problem set them to solve is exceedingly easy.

§ 4. Teaching to read German is not nearly so easy, but still, compared with French and English, it is a simple problem. From the five words *Ast*, *Ente*, *Kind*, *Hof*, *Uhu*, can be deduced the sounds of the five simple vowels and of seven consonants, viz.: *s*, *t*, *n*, *d*, *f*, *h*, *k*, and from these many words and some sentences can be formed; e.g., *Hund*, *Hanf*, *Hand*, *Henne*, *Tanne*, *Tenne*, etc.; *fand*, *finden*, *kann*, *kennen*, *kannte*, *konnte*, etc. *Das Kind ist da. Das Kind kann den Hund finden*, etc. By the introduction of a few more words the whole alphabet is taught first functionally and then nominally; but this by no means solves the whole problem placed before the German teacher. He has yet to deal with the combinations of consonants such as *ch*, *sch*, the diphthongs, the lengthening of the vowels, which in the case of four of them is indicated in *two* different ways, the diacritic marks on the *a*, *o*, *u*, and *au* in *Väter*, *Öfen*, *Mütter* and *Mäuse*. To be strictly accurate, however, it must be pointed out that most of these special points present difficulties of spelling rather than of reading,

just as English children read *pail* and *pale*, *hear* and *here*, with equal ease, but are puzzled when they have to write these words from dictation. German children learn to read in thirty to thirty-one weeks. This gratifying result is beyond all doubt due to the earnest efforts and the excellent methods of German teachers, which are the outcome of classified experiments extending over a whole century, but also to the fact that German reading, like Italian, can be taught on the "Literal" method.

§ 5. In a language like English or French, where simple sounds are often represented by combinations of letters, the true elements¹ of words, so far as spelling is concerned, are syllables, and the "Syllabic" method is indispensable. The German teachers found that out when, in the newly-acquired provinces of Alsace-Lorraine, they tried to apply the "Literal" method *pur et simple* to French; by no analysis could they resolve the two-lettered word "on" into more than one elemental sound. Let the reader acquainted with French endeavour to apply the "Literal" method to such words of common occurrence as "bien," "l'homme," "maison," etc. At best the French teacher must content himself with a combination of the "Literal" and "Syllabic" methods. And then there come numerous anomalies, such as *o*, *oh*, *os*, *au*, *aux*, *eau* and *eaux*, all having the same sound; again *au* has two sounds, as in *Paul* which rhymes with *doll*, and *épaule* which rhymes with *toll*, and so on. Next the French teacher has to deal not only

¹ "Les véritables éléments des mots sont les syllabes." La Motte, Perrier, Meissas et Michelot. (*Méthode de Lecture sans épellation, ouvrage adopté par l'Université Royale de France.*)

with silent letters but even with silent combinations of letters, which, moreover, are not always silent; thus *ent* is partly sounded in *parlement* but is silent in *parlent*. These are only a few instances of numerous difficulties of that kind in French. Then comes the difficulty of the *liaison* which is peculiar to French; thus in *à lui et à moi* the *t* of *et* is not carried on, but in *c'est à moi* the *t* is carried on. In fact, to surmount some of these difficulties thoroughly requires some knowledge of grammar, a study belonging to a later stage. Then there comes the question of the three accents, which also is peculiar to French. Verily the French elementary teacher has a far more difficult task set him than his English Colleague; nevertheless I am informed that French and Belgian children¹ learn to read in a twelvemonth. Why then should English children spend three or more years over the acquisition of this art? The statement sometimes heard that twenty-five per cent. of the English words are anomalous is as mischievous as it is demonstrably false. It supplies the only justification for a ruinous waste of time which, in the fierce international competition of these modern days, we can no longer afford. I cannot forbear quoting here a passage from Prince Bismarck's masterly speech in the *Reichsrath* on the 6th of February, 1888. The subject of discussion was the relative strength of the European armies, and the Prince said: "In courage all civilised nations are on the same level; Russians and Frenchmen fight as valorously as Germans . . . but there is one point in which we stand alone among all the nations of the world: we have the men fit to act as com-

¹ Belgian Flemings, to whom French is as foreign as it is to English children, require two years to learn to read French.

missioned and non-commissioned officers to this huge army. This is what they cannot copy from us; it requires the wide-spread elementary and higher education peculiar to Germany, and not possessed by any other nation. The amount of culture required to qualify a man for the discharge of the duties of a commissioned or non-commissioned officer, such as are now claimed of him by the men under his charge;¹ this amount of culture is spread amongst us far more widely in all the strata of society than amongst any other nation. We possess far more material for the formation of officers and non-commissioned officers than any other country, and we have a body of officers such as no other nation can hope to imitate." Facts like these are writ large and can be easily apprehended by the dullest intelligence. It is shown daily that in the peaceful pursuits of civil life too, higher mental and moral training confer enormous advantages. In the *Standard* of the 11th of November, 1899, the Chancellor of the Exchequer is reported to have said at a public meeting held in the city for the promotion of commercial education: "*A thorough foundation in elementary and secondary education has done more to promote the commercial success of Germany than any system of commercial education that exists there. And the same thing will be true here.*" It is not too much to say then that the future of England is primarily in the hands of our elementary teachers, and I, for one, am convinced that it is in safe hands if they are made fully aware of the magnitude of their responsibility. One

¹ Note this remarkable phrase, which testifies to a high degree of culture even in the rank and file.

of our foremost aims must be that after the first year, lessons teaching the mere mechanism of reading at sight should disappear from our time-tables.

§ 6. The Problem of teaching to read may be concisely stated in the words: PRESENT TO THE LEARNER IN SYSTEMATIC AND GRADUATED SEQUENCE ALL THE PHENOMENA OF ENGLISH READING AND SPELLING. The whole question hinges not so much on the greater or less amount of difficulty, as on the methods of teaching adopted. The "Look and Say" method has been tried long enough, with the result that, after several years of labour, only a qualified success is gained in both reading and spelling. Of its disastrous effects the reader can judge from the evidence of Mr. T. Hopper, B.A., Headmaster of the Wornington Road School, North Kensington, given to the Committee of the School Board for London on Monday, the 29th of October, 1877, and of Mr. Mackenzie, H.M.I., given on Monday, the 12th of November, 1877. Mr. Hopper is asked (No. 449): "You teach really by a combination of systems?" And he answers: "I do not trust much to the 'Look and Say' system; in fact, I do not find that when children have been taught on that system they are really able to read when they come to me. If they happen to have been reading books that I am using, I find that they have so learnt the lesson by heart, as to be able to say it without looking at the book, and if they are stopped in the middle of their reading and asked to point out the word they stop at, they are lost, and have no means of discovering it."

Mr. Mackenzie says (No. 648) "A few years ago,

the reading was not at all satisfactory (in the Finsbury Division), and it was found that this was mainly owing to the very general adoption of a 'Look and Say' method of teaching, and the use of elementary lesson-books not constructed on correct principles for teaching reading." To this emphatic testimony of two such competent witnesses I may add my own experience, which fully bears them out. We may then safely discard the "Look and Say" method, and we have to choose between the "Literal" and the "Syllabic" methods. Part of the objections to the "Literal" method has already been anticipated above (pp. 9 and 10); moreover, such combinations as *-tion*, *-sion*, *-sious*, *-cial*, and the like, we are all agreed, cannot be analysed and must be treated as a whole. But the most important reason has yet to be stated: let any one examine the simple series *at*, *et*, *it*, *ot*, *ut*, and try to differentiate between the sounds of the three vowels *a*, *e*, *u* when severed from the accompanying consonant *t*, and he will see that it requires a trained ear and trained enunciation, such as an average child cannot be expected to possess, to distinguish between these three sounds. As the names of the vowels are misleading, and as their functions can only be taught when accompanied by a consonant, we are forced to adopt the "Syllabic" method for English as for French. As for the current libels on the English language, let the reader dismiss them with equanimity; most of the so-called anomalies are merely expressions of *laws* of which the libeller is ignorant, but which are clearly set out in the short appendix to this book. Five per cent. is a very liberal estimate of the

anomalies in our language, and of these a large part consists of foreign words taken head and shoulders into the language; words which children as a rule have very little need of, which can be taught on any system when they turn up, *e.g.*, lieutenant, colonel, prestige, chagrin, and the like.

§ 7. The graduation of the study would require: (a) a first course of short vowels with only one consonant *after* or on both sides of it, *e.g.*, in, or, at, cat, rob, etc.; (b) a second course of short vowels with two or more consonants on either or both sides of the vowel, *e.g.*, grip, strong, sport, etc.; (c) a long vowel course where the vowel is lengthened by the addition of a functional *e* after the consonant, *e.g.*, time, shape, note, mete, etc.; (d) a course of double vowels and diphthongs. This was a strictly logical sequence followed in the "English Method," but for the purpose of making the sentences less arid, it has now been modified, and the fourth course has been distributed over the second and third courses so that the whole study is completed in three courses of fifty lessons each; as the school quarter consists of eleven weeks of five school days each, each course might be completed in a quarter, leaving five lessons for recapitulation. In the last quarter the children ought to be able to read Part IV., which is a "First Reader."

§ 8. It is desirable that children should practise writing print simultaneously with learning to read, because they are able to impress the words on their memory first by transcription and then by writing from dictation. Moreover as the printed letters are the primitive forms of the

written letters, the habit of writing print is an excellent preparation for a clear and legible hand. The material supplied to the children should be a soft, dark, lead-pencil and white (not blue) paper. Writing with a slate-pencil or a crayon on a slate should be eschewed, as the grey marks on the grey surface are injurious to the eyesight. Let England be taught by Germany's misfortune; Julius Cæsar speaks of the keen eyesight, the *acies oculorum*, of the Germans of his day; the modern Germans are the most spectacled nation in Europe. This deterioration of eyesight has been brought about by several causes, among which must be included the use of slate and slate-pencils. When the children are more advanced they may be promoted to the dignity of pen and ink, and they will look forward with pleasure to such promotion.

§ 9. Mr. W. T. H. Wisson, the Headmaster of the Melvin Road Board School in Anerley, Surrey, many years ago introduced a practice into his school which had such happy results that it deserves universal imitation. He found that the attendance on Friday afternoons was very irregular, and to attract the children he devoted the last hour of the day to reading aloud to the children from some such books as Kingsley's *Heroes*, Lewis Carroll's *Alice in Wonderland*, and the like—and the result was that not only was the attendance at once largely improved, but the children would at other hours in the week try to get hold of the book and then crowd over it and endeavour to read on by themselves. No better incentive for learning to read could have been invented, and moreover the teacher gave a healthy direction to their taste for reading; a benefit

which it is impossible to overrate. So popular are these readings that boys and girls who have left school beg to be allowed still to continue attendance at these readings.

CHAPTER II.

HOW TO USE THE BOOK.

THE System "PRESENTS TO THE LEARNER IN SYSTEMATIC AND GRADUATED SEQUENCE ALL THE PHENOMENA OF ENGLISH READING AND SPELLING." They have been carefully collected, classified, and graduated according to difficulty, and with the skilful co-operation of the teacher results are obtained that are most gratifying to both teacher and pupils.

The late Professor Bain of the University of Aberdeen says (Edition 1879, p. 241): "The preferable plan seems to be to carry the pupils forward a certain way on *perfectly uniform* spellings, so that they may get the idea of regularity, and also the most prevalent sound of the letters." Again on p. 242: "No one seems to have gone through the labour (not small) of classifying the existing spellings under uniformities and exceptions, proceeding upon such classings as give the most agreements and the fewest exceptions. Until this is done, learning to read is not made so easy as it might be made. The principle of minimizing exceptions and of placing them all together at the end of the rule is the only known principle of economizing the learner's strength, or of reducing the Chinese operation to the narrowest limits."

The learned professor was not aware when he penned

these sentences that the "not small" labour which he recommends had already been accomplished some years previously by the author in his work entitled: "The English Method of Teaching to Read."

SCHEME OF THE BOOK.

§ 1. The first, or Introductory, Section (pp. 3-10) teaches all the two-letter words in the language. This is no part of the system, but is introduced only to enable us to form sentences at once. In all, there are 43 such words, of which four are anomalous; they are all to be taught on the "Look and Say" Method, but by being taught systematically and in groups, the words aid and illustrate each other. A LIBERAL USE OF THE BLACKBOARD IS EARNESTLY RECOMMENDED; the words in every lesson should be thoroughly learnt from the blackboard or the Word-building Sheets before the corresponding sentences are read in the book. At the end of this short course, page 10 should be copied¹ in columns on the blackboard, and the children should read the words backwards and forwards, up and down, here and there, till fully mastered.

§ 2. On pp. 11-15 the force of the five short vowels, a, e, i, o, u, is taught, *one at a time*, and the "Drills" of these five pages are of utmost importance, because they lay the foundation to much that follows. They should be recapitulated on the blackboard somewhat as on page 23.

¹ Of course, the writing on the blackboard will be in printed characters.

The children should read this off from the blackboard backwards and forwards, up and down, till fully mastered. They have now learnt the force of 17 consonants and of the 5 short vowels both by similarity and contrast.

§ 3. We are now able to engage on a fuller and more systematic study of all the consonants both initially and terminally; this takes up lessons 17 to 39 inclusive, and teaches some 700 words of which only 18 are anomalous, or a trifle over $2\frac{1}{2}$ per cent.¹ Each "Drill" should, before being read in the book, be mastered on the blackboard, and then read off horizontally and vertically in both directions; horizontally the consonants are compared, vertically the vowels.

In the nineteenth and subsequent lessons the blackboard practice can be varied by ringing the changes on all the three letters, thus: at, bat, bad, lad, led, let, lit, fit, fat, hat, had, mad, mat, pat, pad, pod, pot, rot, rat, rut, nut, not, nod, cod, cot, cat, sat, sad, sod, sot, sit, kit, wit, tit, tut—in all 35 regular words, each of which is formed from its neighbour by the change of a single letter.

§ 4. The rest of Part I. treats of separate facts, viz., the force of "w" and "wh"; "y" initially and terminally;

¹ The attentive teacher will observe the remarkably regular spelling of the large majority of English words. Some heedless writers on the subject venture to assert that no less than 25 per cent. of English words are irregular, whilst, in truth, the real anomalies barely amount to 4 per cent., and even these are mostly amenable to classification and rules, of the existence of which these writers seem ignorant. All this is fully dealt with in the present volume. The refutation of these pernicious libels on English spelling is indispensably necessary, because they have wrought incalculable mischief in the past, and will continue to do so till their falseness is universally recognised.

at;	bat	fat	—	hat	—	mat	—	pat,	rat,	sat
it;	bit	fit	—	hit	—	lit	—	pit	—	sit,
et;	bet	—	—	get	—	jet,	let,	net,	—	set
ot;	—	dot	—	got,	hot,	jot,	lot	not,	rot	—
ut;	but	—	—	—	hut,	jut	—	nut,	rut	—
				(at;)	tat,	cat,	chat	—	vat,	that
				(it;)	tit	—	chit,	wit	—	—
				(et;)	—	—	—	wet	—	—
				(ot;)	—	—	cot	—	—	—
				(ut;)	tut,	cut	—	—	—	—

"ch" initially, with "ch"¹ and "tch" terminally; terminal "dge"; "c" both hard and soft; "g" both hard and soft; and "v" in any part of the word. This completes the "First Course," and even at this early stage, which can be absolved in three months, the children are able to read some short stories, such as are given at the end of Part I.

The teacher is earnestly advised to insist from the very beginning on very clear and accurate utterance, so that every separate syllable is heard distinctly. Slovenly speech leads to slovenly reading and bad spelling.

Attention should also be given to the influence of letters on their neighbours, which is particularly marked in English speech, and is pointed out in the "Drills" as occasion arises, and is fully discussed in the Appendix to the *Teacher's Companion*, pp. 39-44 inclusive.

§ 5. During the whole course of Part I. the *names* of the letters of the Alphabet are not taught, but by the time the pupils have reached Part II. the names of the letters are no longer a hindrance to progress, and are therefore taught.

This Part II. deals:

(a) With such double vowels and diphthongs as have an all but invariable sound, viz.: "ee" in "bee," etc.; "oy" and "oi" in "boy" and "oil"; "oa" in "oats," "ay" in "hay"; "ai" in "nail"; "oo" in "food"; "oe" and "ue" in "toe" and "due"; "ew" in "few"; "au" in "fault"; and "aw" in "straw."²

¹ The Greek "ch," as in "chaos," "character," etc., is not taught, as yet.

² Diphthongs with two or more pronunciations are troublesome to the children, and are therefore relegated to the end of Part III., pp. 55-84.

(b) With combined consonants on either or both sides of the "short vowel" or diphthong, as in "prim," "snap," "drink," "spark," "broom," "train," etc.

(c) With two cases of "gh," as in "sigh," "night," "bright," etc. (Lesson 25), and in "plough," "bought," and "naughty" (Lesson 43). The remainder are dealt with in Part III.

In the whole of Part II. there occurs only one long vowel, viz., *i*, which was unavoidable, because it turned up in the series "bind," "find," etc., and in "pint"; also in "sigh," "light," "night," etc.

On several occasions the ground is prepared for future studies; for example: in *flee*, *fled*; *weep*, *wept*; etc. (Part II., Lesson 29); and again: in *leap*, *leapt*; *dream*, *dreamt*; etc. (Part III., Lesson 34); the child dimly feels the connection of the tense of the verb with the length of its vowel. These two series run in parallel lines, and the first series with perfectly regular spelling explains the apparent anomalies of the second series.

When Part II. is finished, which generally takes less time than Part I., the child has learnt upwards of 2,200 words with only 81 anomalies, amounting to a little over 3 per cent. And now he can read long connected stories, and the love of reading can be cultivated. (See Part II., pp. 80-94 inclusive.)

In Part III. we deal:

(a) With the long vowels *a*, *e*, *i*, *o*, *u*, which occur either with the length-marking "e," as in "fat," "fate"; "met," "mete"; "fin," "fine"; "hop," "hope"; "cub," "cube"; or without that help as in "ba-by," "fe-ver," "ti-dy,"

"po-ny," "du-et." The long vowels *with* the lengthening "e" are far more common ;

(b) With two more cases of "gh" as in "eight" (Lesson 7) and "enough" (Lesson 22) ;

(c) With the diphthongs of varying pronunciations, such as "ea" in "hear," "head," and "real" ; "ow" in "mow" and "now" ; "ei" in "deceive" and "veil," etc., which constitute the only serious difficulty in all the courses, and finally

(d) With a few isolated facts such as silent letters (knock, gnat, etc.), thickened hissing sounds (sugar, Asia, social, etc.), and the suffixes -tion, -tious, -sion, etc.

This practically finishes our work, and the whole problem is solved in a year at most, and often, indeed, much more quickly.

In the Fourth Course, the child comes across some words of Greek origin like "philosophy," "chronic," "type," etc., of little practical value to him ; they are, however, introduced to make the system complete. Now the little student is able to read any book suited to his capacity. The weariness of planless study and perpetual reiteration being obviated, the reading-lessons have a healthful and exhilarating effect on the child. All subsequent books should be read for pleasure and instruction, and no longer as a mere exercise in the recognition of words.

Writing from dictation in graduated courses should be adapted to, and accompany, the reading lessons, and the teacher can, in his dictation, set an example of that correct pronunciation and clear utterance of each syllable which has been alluded to above. If the children are required to

write long words, such as "gar-den-roll-er," "mess-en-ger," "but-ter-cup," etc., they should first be required to utter each word very slowly, if necessary repeating it after the teacher; they will then feel the advantage of distinct speech, and be more ready to practise it. If, for example, the child is allowed to say "supprise," he cannot be expected to write "surprise"; if he talks of "goin' 'ome," he is not likely to write "going home," and so on. Indeed, without correct and clear pronunciation reading loses half its charms, and the difficulties of spelling are greatly enhanced.

It is late in the day to urgently recommend "Word-building." At first sneered at, its utility is now universally recognised. It is treated at sufficient length in Chapters III. and IV. of the *Teacher's Companion*. To see the word grow on the blackboard is as interesting to the children as when, at a later stage, they see in the study of geography the local map expanding on the blackboard.

CHAPTER III.

ON THE DIVISION OF WORDS INTO SYLLABLES.

§ 1. IN splitting up a word into its component syllables, the writer must consult the convenience of the reader. If the reader, after having begun the new line, has to hark back to the preceding line, the writer is guilty of an offence. To avoid this three rules have to be observed:—

1. That no splitting up of a word be allowed either to alter the length of the vowel or the pronunciation of the consonant.

2. That no groups of letters, which together represent a single sound, be ever separated.

3. That, subject to these two rules, the derivation of a word be consulted. For example:—

For the purpose of division of words into syllables, short syllables may be conveniently divided after the *consonant*, long syllables after the *vowel*, subject to certain limitations mentioned below; thus in *cabin* the *a* is short, in *ba-sin* it is long; hence *ba-sin*, not *bas-in*, and *cab-in* not *ca-bin*; similarly *mat-ernal*, not *ma-ternal*, notwithstanding that the *a* in the Latin *mater* is long. It is, however, not always easy to distinguish between the long and the short vowels, because the *a* and the *i* may have a short sound even *after* a consonant. For example, in *soda*, *sofa*, *China*, etc., the *a* is short. In “*capacity*” all the vowels are short, nevertheless the most convenient separation into syllables is *ca-pa-ci-ty*, and not *cap-ac-it-y* because of the soft *c*. Similarly divide *na-vy*, but *nav-i-gate*. “*Italicize*” must be split up into *itali-cize*, and not, as is frequently done, into *italic-ize*, because this latter separation into syllables incorrectly hardens the *c*; similarly: *do-cile*, not *doc-ile*, *re-du-cing*, not *re-duc-ing*, and so on.

With respect to the second rule we must say *na-tion*, not *nat-ion*, the combination “*tion*” being the symbol for a single sound. For the same reason we must divide *na-tion-al*, although the *a* of the first syllable is short. In “*poison*” the *oi* is an inseparable diphthong, hence,

poi-son ; but in "heroine" the *o* and the *i* belong to separate syllables, and the word is divided into he-ro-ine.

§ 2. The word "polish" should be divided into pol-ish, if it means to make bright, and into Po-lish if it means belonging to Poland.

"Component" should be divided into com-po-nent, and not into com-pon-ent, the *o* of the second syllable being long ; similarly cit-y and pit-y, not ci-ty and pi-ty ; also o-ver, not ov-er, but ov-en, not o-ven.

§ 3. Illustrative examples : con-di-tion, con-di-ment, re-li-gion, reg-u-lar, ac-cel-e-rate, i-cicle, de-light-ful, exceed-ing-ly, ad-di-tion, sub-trac-tion, mul-tip-li-ca-tion, di-vi-sion, ac-cu-ra-cy, ac-com-mo-da-tion, in-ven-tion, in-va-sion.

CHAPTER IV.

ON WORD-BUILDING.

§ 1. It may be regarded as one of the leading maxims of good teaching that :—

TELLING IS NOT TEACHING. For this reason, if for no other, the "Look and Say" method should be restricted to the smallest possible compass because it is mere telling, mere appeal to the memory, the lowest of our mental faculties, and no exercise of the learner's intelligence. In reading, as in every other subject of study, the child must, as far as possible, be led to the discovery of the fact by his own logical or analogical reasoning.

§ 2. The whole art of reading consists of the knowledge and instant recognition of certain arbitrary symbols representing sounds; these the pupil must be *told*, but all subsequent interpretation of symbols should be derived from the knowledge thus imparted. If the child stops at a new or a long word, the component elements of which have already been taught, then he should not be told the word, but should be led to build it up on the blackboard in some such manner as the following:—

At the 26th Lesson, Part I.:

PENMANSHIP: en, pen; an, man; penman; ip, ship;
penmanship.

MIDSHIPMAN: id, mid; ip, ship; midship; an, man;
midshipman.

At the 39th Lesson, Part I.:

BUTTERCUP: ut, but; er, ter; butter; up, cup; butter-
cup.

At the 40th Lesson, Part I.:

CATERPILLAR: at, cat; er, cater; ill, pill; ar; pillar;
caterpillar.

At the 48th Lesson, Part I.:

CAVALRY: av, cav; al, caval; ry; cavalry.

At the 15th Lesson, Part II.:

HUSBANDMAN: us, hus; and, band; husband; an, man;
husbandman.

UNDERSTANDING: un, der; under; and, tand, stand; un-
derstand; ing; understanding.

At the 16th Lesson, Part II.:

DISAPPOINTMENT: oint, point; ap; appoint; ent, ment;
appointment; is, dis; disappointment.

At the 29th Lesson, Part II.:

NEGLECTFULLY: ect, lect; eg, neg; neglect; ul, ful; neglectful, neglectfully.

At the 31st Lesson, Part II.:

HUNCHBACK: unch, hunch; ack, back; hunchback.

At the 36th Lesson, Part II.:

HELMSMAN: elm, helm, helms; helmsman.

At the 1st Lesson, Part III.:

CRAVEN: ra, ven; raven, craven, or: ra, cra, en, ven, craven.

At the 8th Lesson, Part III.:

HUMANE: man, mane; hu; humane. (It might be advisable in this instance to contrast humane with human in spelling and meaning. Such opportunities should always be seized.)

At the 20th Lesson, Part III.:

DISPROVING: is, dis; ove, rove, prove; proveing; proving, disproving. The change of sound from rove to prove, and the cancelling of the e in forming proving should be clearly pointed out. If reading is taught rationally, the battle of spelling is more than half won.

At the 24th Lesson, Part III.:

ENGAGEMENT: ag, age, gage; en, engage; ent, ment, engagement.

At the 50th Lesson, Part III.:

FULMINATION: ul, ful; in, min; fulmin; a; fulmina; tion, fulmination.

COMMUNICATION: om, com; mu; commu; ni; communi; ca, tion; communication.

CHAPTER V.

THE CHIEF INDICTMENTS COMMONLY BROUGHT AGAINST THE ENGLISH NOTATION OF SOUNDS.

1. The letter a represents 5 different sounds in: 1. hat, had, ham; 2. bath, father, palm; 3. soda, Maria, Jemima; 4 (a). what, war, water; 4 (b). hall, call, tall; 5 (a). hate, cane, lame; 5 (b). fare, care, bare.
2. The letter e represents 4 different sounds in: met, mete, her and Derby, and is silent in George.
3. The letter i represents 4 different sounds in: fir, pin, wine, and chagrin.
4. The letter o represents 9 different sounds in: go, ox, worm, prove, glove, one, done, bosom and women.
5. The letter u represents 4 different sounds in: cut, acute, fur, put and true; it is silent in guess and guide, and has a consonantal sound in languid and quit.
6. The combination ea represents 3 different sounds in: heard, heat and head; nay, the syllable "read" can be made to rhyme with feed and fed, and ea ceases to represent a single sound in idea, real, create, etc.
7. The combination ie represents 3 different sounds in: fie, field and friend.
8. The combination ow represents 2 different sounds in: how and blow; and once more the syllables sow and bow may be made to rhyme with go and with how.

INDICTMENTS AGAINST OUR NOTATION OF SOUNDS 33

9. The combination *ou* represents 6 different sounds in :
sour, your, honour, four, soul and pious.
10. The letter *y* represents 2 different sounds in: by,
silly and symbol, and has a consonantal sound in
yet.
11. The letter *s* represents 3 different sounds in: so, rose
and sure.
12. The letter *g* is hard in go, soft in gin, and only slightly
heard in singing; the syllable gill has a soft *g*
in a "gill of cream," and a hard *g* in the "gill of a
fish"; it is silent in sign and heard in signal.
13. The letter *l* is silent in calm, palm, etc., but is heard in
palmated.
14. The combination *ch* represents 2 different sounds in:
rich and chaos.
15. The combination *ive* is long in alive and short in give.
16. The combination *age* is long in rage and short in
cottage.
17. The combination *ate* is long in hate and short in
fortunate.
18. The combination *ace* is long in race and short in palace.
19. The combination *gh* represents 2 different sounds in:
hiccough and cough, and is silent in high, etc.
20. The combination *eo* represents 5 different sounds in:
yeoman, St. Neots, leopard, leonine, and people.
21. Out of 20 consonants no less than 12 are occasionally
silent. (See Lesson 1. in Part IV.)

REFUTATION.

It is not contended that English spelling is free from anomalies, far from it; indeed it must be admitted that our symbols represent our sounds but roughly and approximately; we must protest, however, and guard against the exaggerations of which some writers on the subject have been guilty, to the great discouragement of elementary teachers. The advocates of spelling reform can, no doubt, make out a powerful case for their cause, but here and now we are teachers of Reading, and not Spelling Reformers. We have to deal with the language such as it is, and when the reformers have carried their point, we shall have a modified, and possibly a simpler, problem to solve.

For the purpose of teaching to read it will be readily conceded:—

1. That an apparent anomaly ceases to be one, if it can be proved to be the expression of a law.

2. That two different pronunciations of one and the same symbol may not prove an insuperable difficulty to an English-speaking child, however troublesome it might be to a foreigner learning English. Take, for example, the sentence: "Now that you have read the letter, let me also read it." What English child would read: "Now that you have reed the letter, let me also red it"? The child judges by the context and by his English ear, as his elders do.

We will now take up the charges *seriatim*:—

1. For the justification of the difference between the a sound in "hat" and "what," see Appendix, § II. 2 (a).

The difference between "hat" and "hate" is clearly indicated by the functional e after the consonant (see Appendix, § I., 1). For the influence of the th in bath, father, etc., see Thirty-ninth Lesson, Part I. For the a sound in "hall" and "shall," see Appendix, § II., 3 (a); for the *a* sound in "palm," see Appendix, § II., 3 (b); for the a sound in soda, see Sixth Lesson, Part III.

2. For the justification of the difference between the e sound in "met" and "mete," see Appendix, § I., 1; for the e sound in "Derby," see Appendix, § II., 5, and in "her," Appendix, § II., 5 ; for the silent e in George, see Appendix, § II., 9 (i).

3. The difference between the i sound in win and wine is justified in Appendix, § I., 1; words like chagrin, quinine are foreigners not yet fully naturalised; they are isolated in the language and are not likely to be required by a child.

4. The o represents normally only two different sounds, as in "no" and "on"; for the o in worm, see Appendix, § II., 2 (a); the o in women is a companionless anomaly, due to the history of the word, and the other sounds of o mentioned under heading 4 occur only in the combinations ove and ose, and can be taught in a single lesson, being but few in number. One and done are anomalies. There are, finally, less than ten words where the o has a u sound, as in shoe, bosom, etc.

5. The difference of the u sound in "cut" and "acute" is accounted for in Appendix, § I., 1; the u in put is kept in countenance by push, pull; full, etc.; it is dealt with in Appendix, § II. 10, p. 44. The u sound in "true" is dealt with in Appendix, § II., 4, and in "fur," in § II., 5 . The

presence of the u in guess is justified in Appendix, § II., 9 (*h*); the u in quick is explained by the invariable practice of representing the sound kw by qu (*cf.* Appendix, § II., 2 (*b*)). The u in languid analogously represents gw. Care must be taken not to confuse this phonic u with the merely functional u in such words as "guide" (Appendix, § II., 9 (*h*)).

6 and 8. The two sounds of the combinations ea and ow are certainly anomalous, but present no serious difficulty to the teacher of reading.

7. The symbol ie represents only two sounds, *viz.*, fie and field. Friend is an exception, and the only one.

9. The combination ou is really troublesome; it is the only serious difficulty the teacher of reading has to contend with. To master it would probably require several lessons.

10. The letter y has only two sounds that require to be dealt with at the elementary stage, as such foreign (mostly Greek) words like "symbol" and "sympathy" lie outside the range of practical elementary teaching. The consonantal sound of y occurs only at the beginning of words or syllables when it precedes a vowel, as in "yes" and "yet."

11. The letter s is also no grave matter—every child is "surely" familiar with "sugar," and moreover this sh-sound of s occurs only before u, ia, or io; *e.g.*, "sure," "Asia" and "vision."

12. The g also presents a real difficulty; it has, like the c, a hard and a soft sound, but, unlike the c, it is not amenable to any rule useful to a child.

13. See Appendix, § II., 3 (*b*).

14, 15, 16, 17 and 18 present no real difficulty to an English child, and are dealt with in Appendix, § II., p. 44.

19. The *gh* forms the stock-in-trade of the grievance-monger. In all there are some 70 words in the English language, which can be learned in two or three lessons and will require occasional recapitulation, but do they appreciably raise the percentage of anomalies and difficulties in the English language?

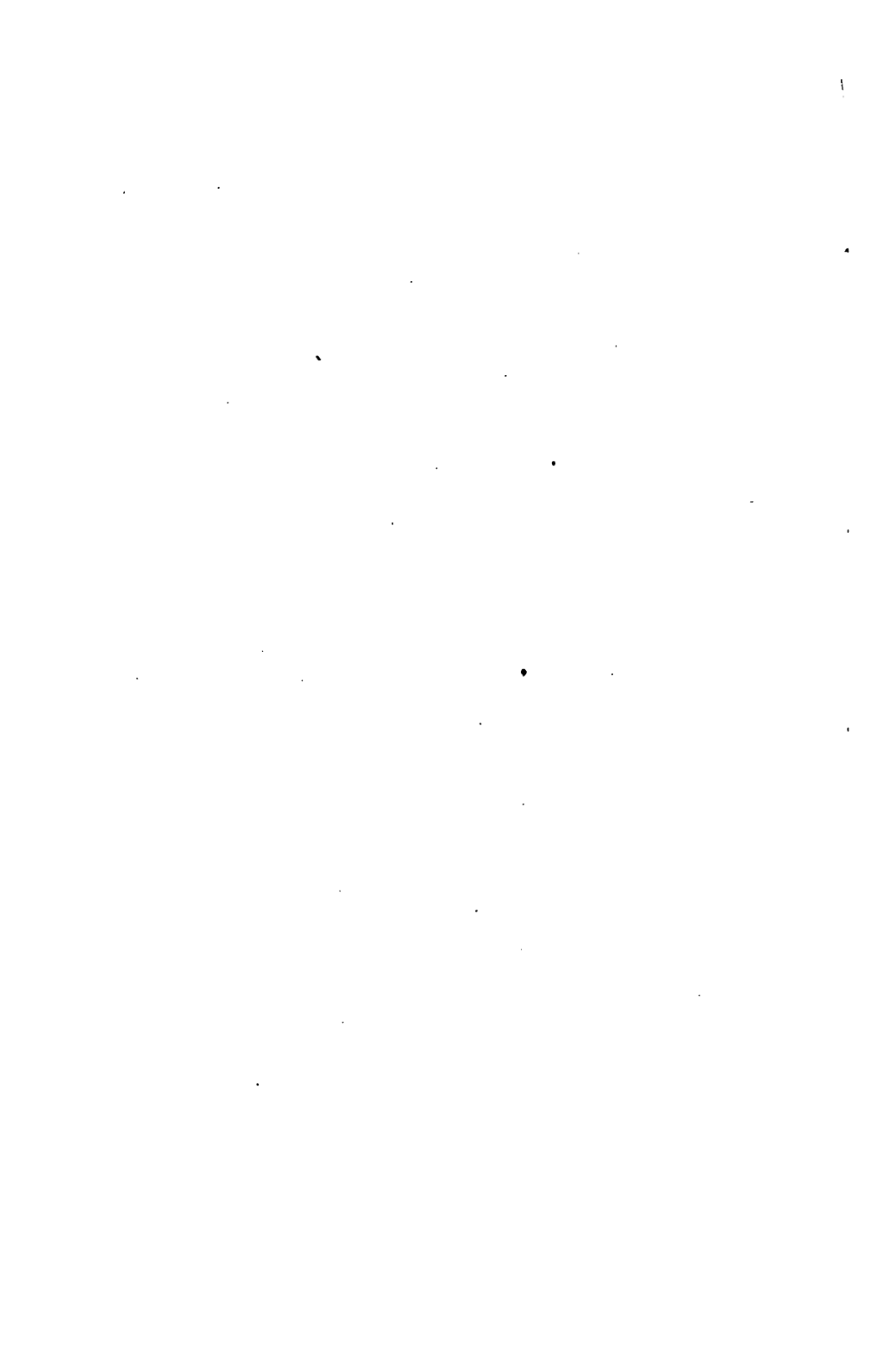
20. The combination *eo* is exceedingly rare in the language, except where the *e* is purely functional, as in pigeon (see Appendix, § II., 9 (i)), and Part III., Lesson 45.

21. Of the silent letters the *h* is the only difficulty—many people are guilty of undue aspirations, and they must be corrected.

It is clear then that most of the so-called irregularities are amenable to rules and cannot be regarded as anomalies. In fact it comes to this, that English reading presents a multiplicity of phenomena, which require the classification and graduation above referred to.

The reader will have noticed that the converse study, *viz.*, that of *writing* English words, is not here dealt with—it is a different and harder problem. It stands to the art of mechanical reading in the same relation as the skill in reading a foreign language stands to composition in that language. This equality of relationship may be expressed in arithmetical symbols, thus:—

Reading: spelling=reading a foreign language: composition in that language.



APPENDIX.

ON THE VALUE OF LETTERS.

§ I.—1. Letters have either a phonic or a mere functional value; sometimes they have both values. Some letters are neither phonic nor functional, but, with rare exceptions, their presence is accounted for on etymological grounds.

Examples: In “net” the “e” is heard, and is therefore phonic; in “fate” the “e” merely lengthens the “a,” but itself is not heard, and therefore it has only a functional value. Similarly *cf.* “her” and “here,” “fin” and “fine,” “not” and “note,” “us” and “use.” In “war” the “w” is pronounced and it also modifies the sound of the “a,” and it has therefore both the phonic and the functional values. In “range” the “e” discharges two functions, it softens the “g” and lengthens the “a.”

2. In “would” and “should” the “l,” though silent, is etymologically accounted for, as being parts of the verbs “will” and “shall”; but in “could” the “l” is an intruder and ought to be expelled. Such cases of false analogy are, however, very rare.

GENERAL RULES.

§ II.—1. A long vowel in monosyllabic words frequently becomes short in polysyllabic words formed from the same root; *cf.* “mild” with “Mildred,” “kind” with “kindred,”

"child" with "children," "wild" with "wilderness," "wind" with "windlass," "vine" with "vineyard," "cave" with "cavity," etc. This does not, however, always hold, *e.g.*, *cf.* "kind" with "kindness" and "kindly," "child" with "childlike" and "childish." This shortening of the vowels also occurs with words which originally are dissyllabic; *cf.* "nation" with "national," "ration" with "rational," "able" with "ability," "nature" with "natural," "deprave" with "depravity," "parent" with "parental," etc.

2. (a) The letters "W" and "Qu" nearly always modify the sound of the short "a," and sometimes of an "o," following either of them; *e.g.*, *cf.* "bar" with "war," "has" with "was," "cork" with "work," "storm" with "worm," "yeoman" with "woman."¹ Even where the "w" is no longer heard its functional effect is still felt, as in "two," "who," "wrath," "wroth," etc. It is regularly silent before "r" and occasionally in other words; *cf.* "wrest" with "rest," "wring" with "ring," "wright" and "write" with "right" and "rite." The "w" is also silent in "Greenwich," "Dulwich," "Chiswick," "Norwich," "Ipswich," "answer," "sword," etc.

 In "answer," "sword," etc., the "w" is still in sight, but already out of hearing, but in "sister" (A.-S., *sweoster*) the "w" is both out of hearing and out of sight.

(b) The "Qu" = "Kw" (A.-S., *Cw*) effects a similar modification, *cf.* "chaff" with "quaff," "mash" and "smash" with "quash" and "squash"; also "gander" with "wander," and "squander," and "ponder" with "wonder."

¹ "Swam" is the only exception.

N.B.—If a throat sound (“k,” “ck,” “g,” (“x” = ks’)) follows the vowel, the effect of the “w” or “qu” is neutralised; *e.g.*, “whack,” “quack,” “wax,” “wag,” “quagmire,” etc.

3. (a) The letter “l,” with only few exceptions, modifies a preceding “a” in all monosyllabic words; *cf.* “cat” with “call,” “bat” with “ball,” etc. *Exceptions*: “shall,” “shalt,” “valve.”

(b) “lm,” however, uniformly effects a different modification; *cf.* “pall” with “palm”; similarly, “alms,” “almond,” “salmon.” If, however, the “m” disappears, then the “l” recovers its influence; *cf.* “psalm” with “psaltery.” If the “m” joins the next syllable the “l” is heard again, as in “palm” and “pal-mated.”

(c) In “lf,” “lve,” “lk,” the “l” is not heard, *e.g.*, “half,” “halves,” “folk,” “yolk,” etc.

4. The letters “l” and “r” affect the sound of a “u” or “ew” that follows after either of them; *cf.* “cue” with “blue” and “true,” and “few” with “clew” and “crew.”

5. “Er” and “ear” are occasionally sounded like “ar,” *e.g.*, “Derby,” “clerk,” “sergeant,” “hearken.” In “servant,” “sermon,” etc., the “e” sound is normal.

 In Middle English “far” was spelt “fer,” and its German cognate word is still “fern.” The letter “r” also sometimes affects a preceding vowel, *e.g.*, “parent,” “vary,” “wary,” “chary,” “Mary”; “her,” “fir,” “fur.”

In “her,” “fir,” and “fur” the “r” obliterates the difference between the vowels e, i, and u, but “rr” restores it, as in “merry,” “irritate,” and “hurry.”

6. Terminal “y” *after a consonant* becomes “i,” when

a syllable is added, beginning with "a," or "e," but not with "i"; *e.g.*, "carry," "carriage," "carrier," but "carrying"; "try," "trial," "tried," but "trying," etc. The "y" of the diphthongs "ey" and "ay" remains unchanged; *e.g.*, "convey," "conveyed," "conveyor," "conveying"; "obey," "obeyed," "obeying"; "decay," "decaying," "decayed"; "play," "playing," "played." *Exceptions*: "stay," "staid"; "pay," "paid"; "say," "said" (pron. "sed").

7. A functional "e" is eliminated when a syllable beginning with a vowel is added to the word, *e.g.*, "grime," "grimy"; "range," "ranging," and "ranger," etc. Its influence, however, in lengthening the vowels and in softening the "g" is still felt.

8. (a) The letter "n" frequently, but not always, modifies a preceding "o," *e.g.*, "son," "ton," "monk," "front," etc.; but in "on," "upon," etc., the sound of the "o" is normal.

(b) It renders silent a throat sound preceding it, *e.g.*, "gnarl," "gnat," "gnaw," "reign"; "knee," "knoll," "knapsack," "knickerbocker," etc. If, however, an additional syllable or letter is either prefixed or suffixed then the throat sound is sounded; *cf.* "sign" with "sig-nal," "malign" with "malig-nity," "reign" with "reg-nant," "condign" with "dignity," "gnostic" with "a-gnostic," "knowledge" with "a-cknowledge."

(c) It is silent in terminal "mn," *e.g.*, "solemn," "condemn," "autumn," "hymn," "column," but it is sounded when another syllable is added, as in "solem-nity," "condem-nation," "autum-nal," "hym-nal," "colum-nar," etc.

 Similarly "m" renders silent a preceding "g," *e.g.*,

"diaphragm," "phlegm," but in "phleg-matic" the "g" is sounded.

9. Some more silent letters:—

(a) "e" after "o": (a) "doe," "foe," "hoe," "sloe"; (β) "shoe," "canoe."

(b) "e" after "u": "due," "hue," "sue," "value," "virtue."

(c) "ue" (mostly French): "fatigue," "league," "colleague," "clique," "oblique," "burlesque"; also "tongue."

(d) "h": (a) "heir," "hour," "honour," "honest"; (β) "Rhine," "rhinoceros," "rhubarb," "rhyme"; "Thames," "Thomas."

(e) "b" after "m": "lamb," "dumb," "numb," "thumb," "crumb," "comb," "tomb," "climb"; but *cf.* "limb" with "limber," "thumb" with "thimble," "climb" with "clamber," "crumb" with "crumbling," "tumbling," "rumbling," "gambling."

(f) "t" of the suffixes "tle," "ten," and "c" of the suffix "cle," if preceded by an "s," or an "f" (a) "whistle," "bustle," "rustle," "castle," "epistle," "apostle," "nestle," (β) "fasten," "christen," "listen," "glisten," "hasten," "chasten," "often," "soften"; (γ) "muscle"; but *cf.* "muscle" with "mus-cular," "castle" with "cas-tellated," "epistle" with "epis-tolary," "apostle" with "apostolic."

(g) "p," "b," and "c" are sometimes silent before "t," *e.g.*, "receipt," "ptarmigan," "Ptolemy," "Deptford"; "indict," "actuals"; "doubt," "debt," "subtle," but in "subtility" the "b" is heard.

(h) A functional "u" is often inserted between "g" and

"e" or "i" to harden the "g," *e.g.*, "guess," "guest," "guise," "guide."

 Care must be taken not to confuse this "ui" where the "u" is purely functional with the "ui" in such words as "languid," "penguin," etc., where the "u" has the force of a "w".

(i) A functional "e" is often inserted, or, if present etymologically, retained to soften a "c" or a "g," *e.g.*, "pigeon," "George," "urge," "voice," "convince," etc.

(j) Terminal consonants after a short vowel are doubled, when they cease to be terminal; *e.g.*, "rob," "robber"; "impel," "impelling"; "fret," "fretting"; "sham," "shamming"; etc.

10. The "u" sound of "put," etc., occurs only after a lip sound; *e.g.*, "put," "push," "bush," "bushel," "full," "bull," "puss"; but not *every* lip sound is followed by this "u"; *e.g.*, "but," "bud," "bun," "fun," "pun," "pup," "public," "pug," "buck," "buff," "puff."

11. Some changes in the length of the vowels of terminal syllables are due to the shifting of the accent; *e.g.*, "in," "ine"; "enshrine," "examine"; "ir," "ire"; "shire," "Yorkshire"; "ur," "ure"; "impure," "venture"; "ac," "ace"; "embrace," "palace"; "ic," "ice"; "entice," "notice," "practice"; "is," "ise" "revise," "practise"; "ag," "age"; "engage," "cottage"; "ith," "ithe"; "lithe," "lithsome"; "at," "ate"; "mate," "climate"; "it," "ite," "recite," "opposite," "ut," "ute"; "mi-nute," "min-ute"; "ey"; "prey," "honey"; "ance"; "advance," "contrivance"; "om," "ome"; "dome," "winsome," "handsome."

SOME RECENT OPINIONS ON “READING IN A TWELVEMONTH”

WHAT HIS MAJESTY'S INSPECTORS SAY :—

Your lecture on “Teaching to Read” reached me this week and much interested me. Perhaps you would like to have my experience of your wonderful method, for such I certainly found it. . . . I commenced the system with my eldest boy. He was then just five years old, and knew not a letter. . . . At the end of a year, on his sixth birthday, this was the extraordinary result : he could read fluently and well ‘Sir Roger de Coverley’ from Stevens and Hollis’ book, *IV. Reader*, p. 143 (Longman’s).”

A Second H.M. Inspector writes to the Author :—

March 1904.

“You will be interested to hear that I have just received a very favourable account from one of my staff of the results in a school where your reading system was recommended in November last, in preference to other schemes that had failed year after year.”

Another H.M. Inspector writes to the Author :—

“Thanks to the stimulus of your visit, there is every prospect of your system coming into general use here in the course of a year. . . . I make bold to send you a private expression of gratitude for the great service which your labours have rendered to our language, and for the revolutionary improvement which they will probably effect immediately in our educational machinery. . . . Once more I tender my hearty thanks for the important instrument which you have put into the hands of those who are anxious for improvement in educational method.”

One of H.M. Inspectors writes :—

“I find many schools in Manchester have adopted the method. The speed with which reading is acquired makes it valuable for the Standard 0 class—children too old for infant school, who come to school late. I frequently hear of children who are enabled by the system to take their place in the Standard in a couple of months.”

SOME RECENT OPINIONS FROM GIRLS' SCHOOLS.

"No system we have tried is to be compared with Sonnenschein's."—M. HOLT and E. BELL, Headmistresses, Moor Street Council School, West Bromwich.

"I am pleased to be able to speak in terms of the highest praise of Mr. Sonnenschein's Method of Teaching Reading. I introduced 'Reading in a Twelvemonth' into the undermentioned school three years ago with excellent results."—Miss M. B. O'CONNOR, Priory Road Girls' Council School, Hastings, September 30th, 1904.

"I am glad to add my testimony to the value of your Reading Books. Reading is essentially a subject which needs teaching on a system, and my experience leads me to add that the lack of such a system is responsible for much of the bad reading one meets with in schools.

"With your books this difficulty is overcome, as, if they are gone through from beginning to end, step by step, reading will teach itself. In fact, a friend of mine, who used them on my recommendation, and who is struggling single-handed with all the standards and infants, tells me she has only to give out the books to her small children, and with only a few hints, they learn to read by themselves."—Miss C. B. CHURCHILL, Headmistress, Girls' Council School, Topsham, near Exeter.

SOME RECENT OPINIONS FROM BOYS' SCHOOLS.

"I have used Sonnenschein's 'Reading in a Twelvemonth' for upwards of a year, and am satisfied that they are based upon sound principles, and where faithfully followed lead to unqualified success."—WM. HOLLINSHEAD, Headmaster, Rosebery St. Council School, Loughborough, September 16th, 1904.

"Two years ago I introduced your series of books 'Reading in a Twelvemonth' into this school of 170 scholars, with such results that I now have not a poor reader or weak speller in any class. Your books removed my greatest difficulty. The saving of time which can now be devoted to other subjects, and the help good reading lends to the rest of the school-work, make it a pleasure to write this letter."—MR. F. FLEETWOOD MAY, Boys' Council School, Topsham, near Exeter, October 13th, 1904.

"Success beyond my most sanguine expectations has attended the introduction into the above school of 'Reading in a Twelvemonth.' A fair trial must yield satisfactory results."—MR. J. H. SHARDLOW, Penny Stratford Boys' Council School, Bletchley, September 30th, 1904.

"We started with the system in September, with a teacher fresh from college, and therefore, to a great extent, unprejudiced. **The progress was marvellous**—by Easter the class, Standard I., had mastered the three books (omitting Part IV. in the third book), and in the twelvemonth two ordinary Readers (Chambers's Fluent Reader and Blackie's Newton Science Reader) were also used. Such has been our experience with the classes started afterwards. In my experience,

SOME RECENT OPINIONS FROM BOYS' SCHOOLS—*continued.*

extending to nearly thirty years, I maintain that **Reading taught by the Sonnenschein Method is far superior to that produced by any other method** known to me.”—Mr. J. E. REES, Headmaster, Hannah St. Council School, Barry, South Wales.

SOME RECENT OPINIONS FROM INFANTS' SCHOOLS.

“I have adopted Primers 1, 2, and 3, as class books, and in three weeks the result is astonishing. I hope to write you again at the end of the year.”—Miss JANET GIBB, West Kilbride Infants' School, Ayrshire, N.B., May 12th, 1904.

“I have this year used your Primers 1, 2, 3, and the children are delighted with them. I never had such readers before.”—Miss M. S. FALLON, Gorsey Brow Infants' School, Hatherlow, Stockport.

“I have much pleasure in stating that I used Mr. Sonnenschein's Method of Teaching Reading in all classes in this school with marked success. Having a staff of one Assistant (Art. 50) and four Pupil Teachers, the practical experience was not great, but the system was so *excellent* and at the same time so *simple* that they were delighted with it.

“During twenty years' experience in Infant Teaching I never had such good results, with so little trouble, the children's pleasure in the Reading Lessons inducing attention voluntarily.”—Mrs. L. BURGESS, Park Lane Infants' School, Romford, September 26th, 1904.

“Sonnenschein's Readers have been in use in my school for the last two years. I like them very much and find that the children make excellent progress in reading; the sharper ones (in Standard I.) being able to read from eight paragraphs from newspapers and story-books.”—Miss A. E. MORLEY, Infants' Department, Omega Street School, Portsmouth, October 11th, 1904.

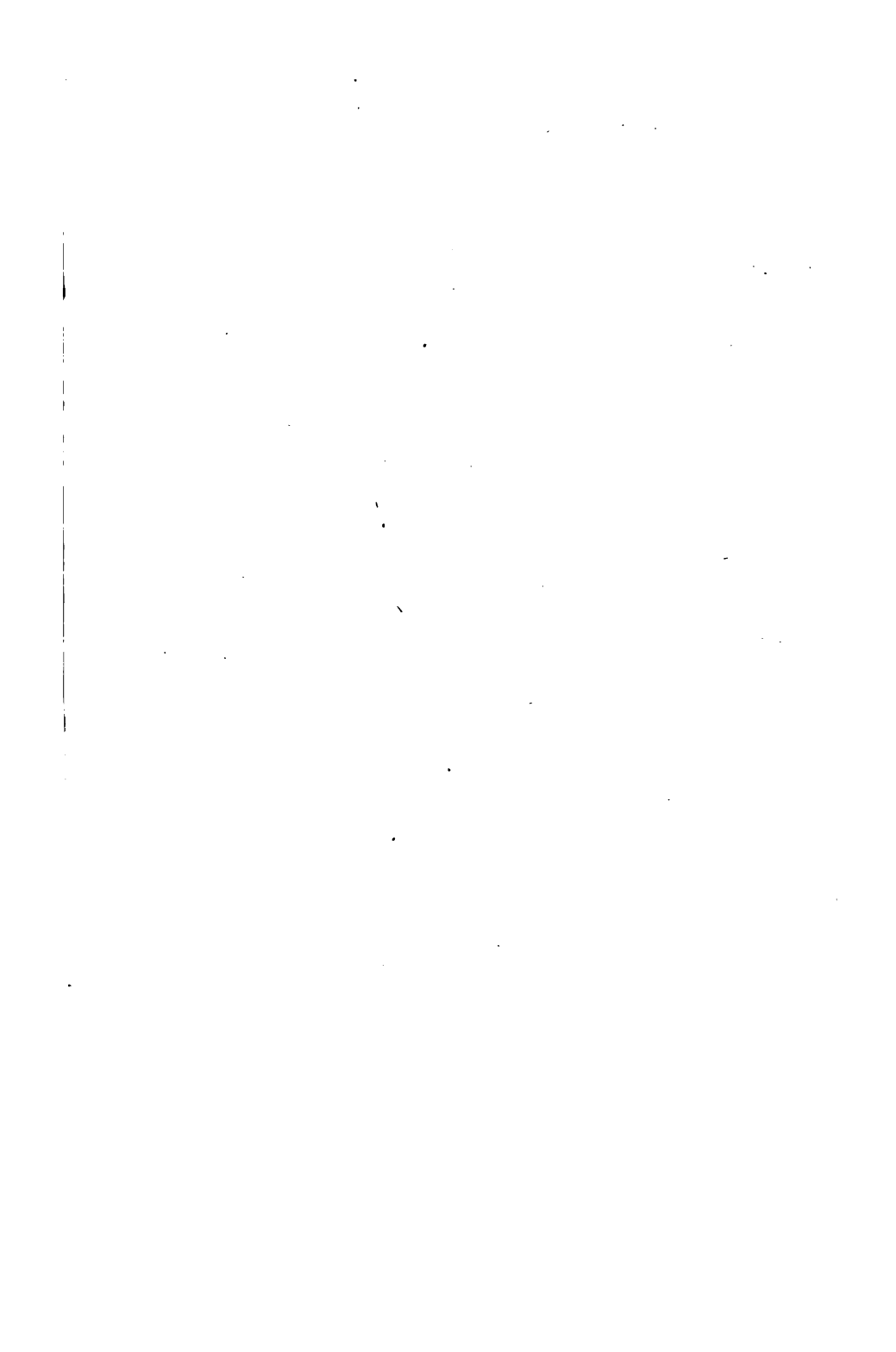
TO THE EDITOR OF *THE SCHOOLMASTER.*

“SIR,—I have used ‘Reading in a Twelvemonth’ for three years, and am more than delighted with the results, and three different Inspectors have been astonished at what the children can do.

“The beauty of the system is that after the child has learnt the sounds of the letters, he is able to find out for himself what the words are, and surely that is better than having to be told what they are after laboriously spelling them through.

“I am in the ninth month of my school year, and I am able to give my first class (consisting of children from six to eight years of age) Standard II. Readers, and leave them to get the lesson up themselves (and their faces beam when they hear me give the order to fetch the books).

“I thank Mr. Sonnenschein, for he has considerably lightened my work.”—EIGHTEEN YEARS AN INFANTS' TEACHER.



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